University of Oxford undergraduate admissions

Accessibility guidelines

For test centres planning to conduct University of Oxford admissions tests
Accessibility guidelines

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1. Introduction

This document describes the access arrangements for centres entering candidates for the University of Oxford Admissions Tests in 2023. Centres must read this document before registering candidates if they believe that one or more candidates will require access arrangements.

The way in which candidates are registered for access arrangements is described in the document “Candidate registration journey”. This can be found in the SEE ALSO section on the portal.

It is the responsibility of the Head of Centre to arrange for a person to take responsibility for the access arrangements of candidates. This person must have suitable experience. This person will be referred to as the ‘SENCo’ where appropriate in this document.

Please note that centres should seek help and support as follows:

<table>
<thead>
<tr>
<th>TCS Test Centre Support Team</th>
<th>All centres where the tests will be delivered online or as a ‘hybrid’ test (MAT and PAT)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:oxford.testcentresupport@tcs.com">oxford.testcentresupport@tcs.com</a></td>
<td></td>
</tr>
</tbody>
</table>

2. Defining Access Arrangements

2.1 Access arrangements are agreed before the tests are taken. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the test and show what they know and can do without changing the demands of the test.

2.2 The centre is required to record the evidence of need and to have this available immediately should the University of Oxford Admissions Team or TCS Test Centre Support Team request it. The evidence of need will vary depending on the disability and the access arrangements being applied for. Where a centre cannot produce this evidence it will be viewed as malpractice which may mean the removal of the centre’s status as an Admissions Test centre and have serious consequences for its candidates.

2.3 Section 6 of the Equality Act 2010 in the UK defines disability as a ‘physical or mental impairment which has a substantial and long-term adverse effect on someone’s ability to carry out normal day-to-day activities’.

3. Disabilities and Learning Difficulties

3.1 Disabilities and learning difficulties mainly fall into four groups:

- **Cognition and learning needs**
  These include learning difficulties or specific learning difficulties such as Dyscalculia and Dyslexia.

- **Communication and interaction needs**
  These include Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN).
Sensory and physical needs
These include Hearing Impairment (HI), Visual Impairment (VI), Multi-Sensory Impairment (MSI) and Physical Disability (PD).

Social, emotional and mental health needs*
These include Attention Deficit Hyperactivity Disorder (ADHD) and Mental Health Conditions.

* The candidate must have an impairment in their first language which has a substantial and long-term adverse effect. A candidate does not have a learning difficulty simply because their first language is not English.

4. Access Arrangements and Adjustments

4.1 This section details the possible access arrangements and adjustments that can be applied, together with example of the impairments that these cover.

4.2 Supervised Rest Breaks

The SENCo must be satisfied that the candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties and that there is a genuine need for the arrangement.

Supervised rest breaks will be awarded on account of:

• cognition and learning needs;
• communication and interaction needs;
• a medical condition;
• sensory and physical needs;
• social, emotional and mental health needs.

The timing of the test should be paused and re-started when the candidate is ready to continue. For the online tests, this can be facilitated by the test administrator using the software locking mechanism.

During the supervised rest break, the candidate must not have access to the question paper or answer booklet. The purpose of the test break is for a break from the test and should not be used as ‘thinking time’. The duration of the rest break should be determined by the SENCo, knowing the needs of the candidate.

If the candidate needs to leave the test room, an invigilator must accompany the candidate.

Supervised rest breaks should not be confused with extra time.

4.3 25% Extra Time

The needs of most candidates requiring extra time will be covered by the 25% extra time access arrangement. Extra time must not be confused with supervised rest breaks.

Extra time will be awarded where the candidate has learning difficulties or a disability of access needs.
4.3.1 Learning Difficulties

Where a candidate has **learning difficulties**, extra time must be based upon an appropriate Education, Health and Care Plan (as in England) or similar support programme. Where this is not available, the SENCo must document:

- the candidate’s history of difficulties;
- the current difficulties in taking a test;
- the support and adjustments that have been put in place to help the candidate take the test.

In addition, the SENCo should show that the candidate an impairment in relation to speed of working which includes reading, writing and mathematical fluency. This can be demonstrated from nationally standardised tests where the candidate has at least:

- two below average standardised scores of 84 or less; or
- one below average standardised score of 84 or less and one low average standardised score (85-89).

In either scenario, the two standardised scores must relate to two different areas of working from speed of reading, speed of writing, and speed of cognitive processing. An assessment of mathematical processing can only contribute to evidence for 25% extra time in the MAT test.

Details of the tests used to score the candidate must be provided on request from the Admissions Team or TCS Test Centre Support Team.

For rare of exceptional circumstances that fall outside the standard expected categories, as above, the amount of evidence of need will vary. The SENCo must contact the Admissions Team or TCS Test Centre Support Team for further guidance.

4.3.2 Disability or Access Needs

Types of **disability or access needs** that are covered by 25% extra time are:

- Autistic Spectrum Disorder (ASD);
- Sensory and/or Physical Needs (HI, MSI, PD and VI);
- Social, Emotional and Mental Health Needs (eg ADHD);
- Speech Language and Communication Needs (SLCN).

In these cases, standardised scores are not required. The SENCO, must confirm that:

- 25% extra time is the candidate’s normal way of working;
- provide evidence that the candidate has persistent and significant difficulties and their impact on test taking.

4.4 Extra Time up to 50%

Extra time over 25% should only be requested where there is strong justification as to why more than 25% extra time is required and a substantial body of evidence is available.
4.4.1 Learning Difficulties

Similar evidence for an application for 25% extra time should be provided. In the case of standardised scores, the candidate must have two very substantially below average standardised scores of 69 or less related to two difference areas of working (as defined in paragraph 4.3.1 above).

4.4.2 Disability or Access Needs

In this case, a candidate has a formally diagnosed medical condition from a registered specialist, a physical disability, a sensory impairment (hearing, vision or multi-sensory impairment) that very substantially hinders his or her speed of working.

SENCo must have clear evidence that extra time up to 40% is needed. The SENCo must:

- confirm that the candidate has very persistent and significant difficulties when accessing and processing information and is disabled within the meaning of the Equality Act 2010 (UK) (or similar local legislation);
- include evidence of the candidate’s current difficulties and how they very substantially impact on the teaching and learning in the classroom;
- indicate the maximum amount of extra time required (30% to 50%);
- provide evidence of how the amount of extra time required has been determined;
- indicate whether the candidate will be working independently with Braille or modified enlarged papers (or using an adapted interface or specialist software with the online tests);
- indicate whether the candidate will be using a computer reader (for the online tests), reader (for paper-based tests), a scribe or a word processor (where paper-based tests are being used solely);
- confirm that without the application of extra time of up to 50% the candidate would be at a very substantial disadvantage.

This should be confirmed by specialist evidence of the candidate’s disability from a recognised educational source or an Occupational Therapist specialising in Children and Young People Services, learning disability and mental health. The Admissions Team or TCS Test Centre Support Team should be contacted to confirm the evidence that is acceptable for your centre and region.

4.5 A Reader

A reader is a responsible adult who reads the instructions of the question paper and questions to the candidate. This may involve reading the whole paper to the candidate or the candidate may request only some words to be read.

A reader is not a Communication Professional, a practical assistant, a prompter or a scribe. A reader may act in these roles if permission has been given.

Types of disability or access needs that are covered by a reader are:

- Autistic Spectrum Disorder (ASD);
- Learning Difficulties;
- Sensory and/or Physical Needs (HI, MSI, PD and VI);
- Social, Emotional and Mental Health Needs (eg ADHD);
• Speech Language and Communication Needs (SLCN).

The SENCo must produce a statement confirming the nature of the candidate’s impairment and that the use of a reader reflects his or her current way of working.

The SENCo must be satisfied that the candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties and that there is a genuine need for the arrangement.

A reader will be awarded on account of:

• cognition and learning needs;
• communication and interaction needs;
• a medical condition;
• sensory and physical needs;
• social, emotional and mental health needs.

A reader will not be allowed to read questions or text in paper (or sections of papers) testing reading.

A candidate who would normally be eligible for a reader but is not permitted this arrangement in a paper (or section of a paper) testing reading may be granted up to a maximum of 50% extra time. Where reading and writing are being assessed in the same paper, the maximum allowance of 50% extra time must only be allocated to the reading section.

Readers may work with more than one candidate but must not read the paper to a group of candidates at the same time.

4.5.1 The Rules – The Use of a Reader

The reader:

• may enable a candidate with certain impairments or needs (e.g., profound Speech, Language and Communication Needs (SLCN), Dyslexia, Dyscalculia, ASD, Hearing Impairment (HI), Vision Impairment (VI), Multi-Sensory Impairment (MSI), Physical Disability (PD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions, etc.) to identify diagrams, graphs and tables but must not give factual information nor offer any suggestions, other than the information which would be available on the paper for non-visualy impaired candidates;
• may read numbers printed in figures as words (e.g. 356 would be read as three-hundred and fifty-six, but when reading the number it should also be pointed to on the question paper). An exception would be when the question is asking for a number to be written in words (e.g. write the number 356 in words);
• may decode symbols and unit abbreviations in Maths and Science tests for candidates who require this arrangement to access the assessment, reflecting the candidate’s current and normal way of working within the centre;
• may, if requested, give the spelling of a word which appears on the paper but otherwise spellings must not be given;
• may read back, when requested, what the candidate has written without any emphasis on any errors;
• must read accurately;
must have appropriate subject knowledge in order to act effectively as a reader in Maths and Science tests, and decode symbols and formulae with accuracy;

• must only read the instructions of the question paper and questions, and must not explain or clarify;
• must only repeat the instructions of the question paper or questions when a candidate indicates a specific need for help;
• for papers testing reading, must only read the instructions/rubric and must not read individual questions or text;
• must abide by the regulations since failure to do so could lead to the disqualification of the candidate;
• must not advise the candidate regarding which questions to do, when to move on to the next question, nor the order in which questions should be answered;
• must not decode any symbols in a Music test.

4.6 A Scribe

A Scribe is a responsible adult who types or writes a candidate’s dictated answers to the questions (but not in a speaking test).

A scribe is not a Communication Professional, a practical assistant, a prompter or a scribe. A scribe may act in these roles if permission has been given.

4.6.1 Disability or Access Needs

Types of disability or access needs that are covered by a scribe are:

• Autistic Spectrum Disorder (ASD);
• Learning Difficulties;
• Sensory and/or Physical Needs (HI, MSI, PD and VI);
• Social, Emotional and Mental Health Needs (eg ADHD);
• Speech Language and Communication Needs (SLCN).

The SENCo must produce a statement confirming the nature of the candidate’s impairment and that the use of a scribe reflects his or her current way of working.

The SENCo must be satisfied that the candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties and that there is a genuine need for the arrangement.

A scribe will only be allowed where a candidate cannot write, type or Braille independently, or at sufficient speed to record their answers even with extra time allowed, because of a substantial and long-term impairment.

4.6.2 Learning Difficulties

The SENCo should show that the candidate has a substantial impairment. This can be demonstrated from nationally standardised tests where the candidate has at least:

• a below average standardised spelling accuracy score of 84 or less with unrecognisable attempts; or
• one below average standardised score of 84 or less for writing speed.
Details of the tests used to score the candidate must be provided on request from the Admissions Team or TCS Test Centre Support Team.

For rare of exceptional circumstances that fall outside the standard expected categories, as above, the amount of evidence of need will vary. The SENCo must contact the Admissions Team or TCS Test Centre Support Team for further guidance.

4.6.3 Communication and interaction needs, sensory and/or physical needs, social, emotional and mental health needs

Where the candidate has complex needs, ie

- communication and interaction needs; or
- a learning difficulty evidenced through a nationally recognised needs statement; or
- sensory and/or physical needs; or
- social, emotional and mental health needs;

the SENCo must demonstrate that the candidate has an impairment which has a substantial and long-term adverse effect on his or her writing.

SENCos must have clear evidence that a scribe is needed. The SENCo must:

- confirm that a scribe is the candidate’s normally way of working;
- confirm that the candidate has persistent and significant difficulties;
- confirm that there are some subjects (eg Maths and Science) where the candidate cannot use a word processor with the spelling and grammar check or predictive text facility switched off.

This should be confirmed by specialist evidence of the candidate’s disability from a recognised educational source or an Occupational Therapist specialising in Children and Young People Services, learning disability and mental health. The Admissions Team or TCS Test Centre Support Team should be contacted to confirm the evidence that is acceptable for your centre and region.

4.6.4 Use of a Scribe – Modern Foreign Language Tests

A scribe will not be allowed in Modern Foreign Language tests unless the candidate can dictate the foreign words letter by letter.

A candidate who would normally be eligible for a scribe, but is not permitted this arrangement, may be granted up to a maximum of 50% extra time.

4.6.5 Use of a Scribe – In Subjects Assessing Quality of Written Communication or Spelling, Punctuation and Grammar

A scribe will be allowed in subjects where the quality of written communication (QWC) is being assessed or where the candidate’s spelling, punctuation and grammar is being assessed. However, the candidate must demonstrate that he or she has carried out the skills being assessed to be awarded marks.
4.6.6 The Rules – The Use of a Scribe

The scribe:

- must type or write accurately, and at a reasonable speed, what the candidate has said;
- must draw or add to maps, diagrams and graphs strictly in accordance with the candidate’s instructions, unless the candidate is taking a design paper, in which case Scribe will only be permitted to assist with the written parts of the paper;
- must abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- must write or word process a correction on a typescript or Braille sheet if requested to do so by the candidate;
- must immediately refer any problems in communication during the test to the invigilator or tests officer;
- must not give factual help to the candidate or indicate when the answer is complete;
- must not advise the candidate on which questions to do, when to move on to the next question, or the order in which questions should be answered;
- may, at the candidate’s request, read back what has been recorded.

4.7 Word Processor

Centres are allowed to provide a word processor with the spelling and grammar check facility and predictive text switched off where it is the candidate’s normal way of working within the centre. This is for tests that are to be paper-based, such as MAT and PAT and are not relevant where candidates are sitting the online tests.

A word processor cannot be granted to a candidate because he or she now wants to type rather than write in tests or can work faster on a keyboard, or because he or she uses a laptop at home.

4.8 Prompter

A prompter may be permitted where a candidate has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating.

For example, the candidate:

- has little or no sense of time (eg candidates with ADHD or ASD); or
- persistently loses concentration; or
- is affected by an Obsessive-Compulsive Disorder which leads them to keep revising a question rather than moving to other questions.

A candidate may be assisted by a prompter who can keep him or her focused on the need to answer the question and then move on to answering the next question.

4.8.1 The Rules – Prompter

A prompter:

- may use the following prompts either vocally or written on a flash card such as: ‘Jack - focus on the question’; ‘Jack - there are 15 minutes left’;
may tap on the desk or on the candidate’s arm, depending on what is normal practice, to
remind the candidate that he or she must pay attention to the question or that it is time
for the candidate to move on to the next question;
• may use the candidate’s name as an appropriate prompt during the examination in order
to bring the candidate’s attention back to the question paper, e.g. ‘Jack’;
• must abide by the regulations since failure to do so could lead to the disqualification of
the candidate;
• must not advise the candidate about which questions to do, or about the order in which
questions should be answered;
• must not give factual help or offer any suggestions or communicate in any way other than
those listed above

4.9 Communication Professional

The SENCo is allowed to provide a communication professional where it is the candidate’s
normal way of working.

The role of a Communication Professional is to present the questions in a different language
without:

• changing the meaning; and/or
• providing any additional information; or
• providing an explanation of what the question requires of the candidate.

A Communication Professional will work ‘live’ in the presence of the candidate during the test
to allow for the candidate’s regional variations in BSL and ISL signs. Centres should video the
signing of the Communication Professional to demonstrate accuracy.

4.9.1 The Rules – The Communication Professional

The Communication Professional:

• must be proficient in the use of the candidate’s sign language, ideally being qualified to a
minimum of BSL/ISL at Level 3 (and aspiring towards Level 6). The Communication
Professional must be at an appropriate level for the test. It is advisable that the
Communication Professional should also be a qualified Language Modifier. The
Communication Professional must be familiar to the candidate and must always work at
the candidate’s pace.
• must be familiar with the subject being examined and the candidate’s normal way of
working. This will ensure that the meaning of the question is not changed and that
technical and subject specific terms are recognised and finger spelt. (Technical and subject
specific terms must not be signed.)

(The candidate’s ability to recognise and understand the English version of the technical
or subject specific terms within a subject is part of the assessment. If such terms are signed
instead of finger spelt, then the demands of the question will have been compromised.
This will constitute malpractice.)
• is not a reader. However, the same person may act as a Communication Professional and
a reader. Permission must have been given for the use of a Communication Professional
and a reader.
• can sign the instructions and questions to candidates taking written papers except in Modern Foreign Languages or English, Irish or Welsh Language tests. In Modern Foreign Languages or English, Irish or Welsh Language tests the Communication Professional can only sign the instructions/rubric, and not the questions.
• must not sign texts/source material or literary extracts. The Communication Professional may use repetition if requested to do so by the candidate. An alternative signing of the carrier language may be provided. However, under no circumstances may an explanation of the question or clarification of the carrier language be given. These actions would be deemed as giving the candidate an unfair advantage and may constitute malpractice.

Candidates may only sign their answers in question papers where it is possible to finger spell the answers or where the answers involve single words.

4.10 Practical Assistant

A practical assistant is not a reader or a scribe. The same person may act as a practical assistant, a reader and/or a scribe if permission has been given for these arrangements.

Centres must provide a listing of the tasks which the practical assistant would perform. A practical assistant must not be allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives.

Where approved, the practical assistant will carry out practical tasks at the instruction of the candidate.

Candidates using a practical assistant may need to be accommodated in another room, away from the main test room. In such cases, the practical assistant cannot also act as the invigilator.

The practical assistant must be made aware prior to the test of the task(s) he or she will be performing.

4.10.1 The Rules – The Use of a Practical Assistant

The practical assistant:

• must perform practical tasks as approved by the Admissions Team or TCS Test Centre Support Team and according to the candidate’s instructions, unless the skill to be performed is the focus of the assessment, (in which case the practical assistant will not be permitted) or the procedure would be unsafe;
• must immediately refer any problems in communication during the assessment to the invigilator or tests officer;
• must abide by the regulations since failure to do so could lead to the disqualification of the candidate;
• must ensure the safety of the candidate and those around him/her;
• must not give factual help to the candidate or indicate when the task is complete;
• must not advise the candidate on which questions to do, when to move on to the next question, or the order in which questions should be answered;
• may ask the candidate to repeat instructions where these are not clear
4.11 Alternative Site for the Conduct of Tests

Centres can apply for permission to use an alternative site for a candidate. They must liaise with the Admissions Team or TCS Test Centre Support Team to confirm arrangements.

The candidate has:

- an impairment which has a substantial and long-term adverse effect giving rise to persistent and significant difficulties; or
- a temporary illness or injury at the time of the test(s).

The SENCo, or a senior member of staff with pastoral responsibilities, must:

- be satisfied that the candidate is able to take tests;
- produce written evidence confirming the need for an alternative site arrangement upon request.

5. Modified Papers

5.1 Modified papers are prepared for candidates for whom other adjustments are unsuitable, such as the use of accessibility features in the testing platform. The modification of papers involves additional resources. Therefore, centres are required to give notification if a candidate will require a modified paper.

5.2 The majority of the Admissions Tests in 2023 will be delivered online. For MAT and PAT, the questions will be delivered online with the candidates writing answers in an answer booklet. This is known as a ‘hybrid’ test. Details of how to process the ‘hybrid’ tests are provided in the Centre authorisation reference guide instructions (refer SEE ALSO section on the portal).

5.3 The testing platform software allows the candidate to choose adjust the font size, change the contrast to high and use coloured overlays. This should enable the majority of candidates to access the tests satisfactorily. The font sizes available are 14-small, 16-normal and 18-large.

5.4 As part of the centre registration process you will have checked that the computers in your centre are compatible with the software. The tools that enable the change of font and contrast are enabled in the test and you can try this out to see how suitable it is for your candidates.

5.5 In a small number of countries, the tests will be delivered on paper only. There are separate instructions for those countries which are available on https://www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/guide/admissions-tests/infoforschoolsandtestcentres2.

5.6 Centres should only apply for modified papers if:

(a) the accessibility features available on the online testing platform do not enable the candidate to access the test without significant detriment to his or her performance;
(b) for MAT and PAT only, the normal paper-based test format (A4 printed in standard font on whit paper) does not enable the candidate to access the test without significant detriment to his or her performance.
5.7 The types of modified papers available are:

**Braille Papers**

The layout and presentation of the standard paper is modified to Braille by a specialist in visual impairments. The modified paper is then sent to a Braille agency for the content to be transcribed into Grade 2 contracted Unified English Braille (UEB). Tactile diagrams and graphs will be provided where appropriate with the Braille paper.

**Modified Enlarged Papers**

Modified enlarged papers are intended for candidates who cannot read a standard test paper. The layout and presentation of the standard paper is modified to remove elements of visual complexity without changing the demands of the assessment. Pictures and diagrams are often re-drawn to make them more visually accessible.

**Reasonable Adjustments – Modified Enlarged Paper**

The standard modified paper formats will, in the vast majority of cases, enable a candidate with a substantial and long-term vision impairment to access her/her tests.

However, in rare and exceptional cases, a candidate with a substantial and long-term vision impairment may require question papers in an alternative format. The candidate will require a reasonable adjustment on account of his or her disability. Where a candidate may require an alternative format, the centre must discuss the requirements with the Admissions Team (tests@admin.ox.ac.uk) or TCS Test Centre Support Team.

**Coloured or Enlarged Paper (eg A3 Unmodified Enlarged Papers)**

Where a candidate requires a question paper on coloured and/or enlarged from A4 to A3, the centre should download a copy of the question paper as for all remaining candidates. For the candidate requiring coloured or enlarged paper, the centre should then print or copy the paper onto the appropriate coloured and/or sized paper for the candidate.

No retyping of the paper is allowed. Centres should also note that this will affect any question where scale is involved.

It is the centre’s responsibility to copy the paper to a high standard.

5.7.1 **Ordering Papers**

Centres should ensure that they register candidates requiring access arrangements and/or modified papers as soon as the registration window opens.

The Admissions Team or TCS Centre Support Team will contact you to discuss and agree the access arrangements and modifications as soon as the order is placed.
Appendix 1 – Summary of Access Arrangements and Impairments

The table below shows examples of the access arrangements and related Impairments and Difficulties which centres can use as a guide. However, the decision as to which access arrangements to use must be based upon the requirements as set out in Sections 4 and 5 of this document. Centres must provide, on demand, the evidence of the impairment/difficulty for quality assurance and auditing purposes.

<table>
<thead>
<tr>
<th>Access arrangements</th>
<th>Impairment/difficulty examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%* extra time</td>
<td>Dyslexia, Dyscalculia, Autism Spectrum Disorder, SLCN candidates, VI, HI, MSI, PD, ADHD, mental health conditions</td>
</tr>
<tr>
<td>26-50%* extra time</td>
<td>Dyslexia, Dyscalculia, Autism Spectrum Disorder, SLCN candidates, VI, HI, MSI, PD, ADHD, mental health conditions</td>
</tr>
<tr>
<td>Supervised rest break</td>
<td>Dyslexia, Dyscalculia, Autism Spectrum Disorder, SLCN candidates, VI, HI, MSI, PD, ADHD, mental health conditions</td>
</tr>
<tr>
<td>Reader/ Scribe</td>
<td>Dyslexia, Dyscalculia, Autism Spectrum Disorder, SLCN candidates, VI, HI, MSI, PD, ADHD, mental health conditions</td>
</tr>
<tr>
<td>Prompter</td>
<td>Dyslexia, Dyscalculia, Autism Spectrum Disorder, SLCN candidates, ADHD, mental health conditions</td>
</tr>
<tr>
<td>Practical Assistant</td>
<td>Dyslexia, Dyscalculia, VI, HI, MSI, PD</td>
</tr>
<tr>
<td>Communication Professional</td>
<td>VI, HI, MSI, PD</td>
</tr>
<tr>
<td>Modified and/or enlarged paper</td>
<td>Dyslexia, Dyscalculia, Autistic Spectrum Disorder, SLCN candidates, HI, VI, MSI, PD, medical conditions</td>
</tr>
<tr>
<td>Separate invigilation/ alternative site arrangement</td>
<td>ADHD, mental health conditions</td>
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</table>
Appendix 2 – Memory Aid for a Reader

Memory aid for a reader

I am here to read for you in your examination. You must make clear what you want to be read.

I can only read the instructions and the questions.

I can repeat instructions, but only if you make it clear which instructions you want me to read.

I can’t tell you which questions to choose. I can’t tell you when to move on to the next question. I can’t tell you which questions to do first.

I can spell words if you ask me, but only words on the question paper.

I can read back your answer, but only if you ask me.
Appendix 2 – Memory Aid for a Scribe

- I am here to type/write for you in your examination.
- I must type/write **exactly** what you say.
- I can draw maps, graphs and diagrams, but I can only draw exactly what you tell me. I can’t draw for you in a Design examination.
- I can change what I have typed/written, but **only** if you ask me.
- If we have problems communicating, I must tell the invigilator.
- I can’t give you any help with answers. I can’t suggest when an answer is finished.
- I can’t tell you which questions to choose. I can’t tell you when to move on to the next question. I can’t tell you which questions to do first.
- If you are allowed rest breaks, I can’t type/write in those breaks.
- I can read back what I have typed/written, but **only** if you ask me.
Appendix 4 – Memory Aid for a Language Modifier

- I can only change words or phrases if you make it clear that you need help with them.
- I can’t change words or phrases that the examiner thinks you should have learnt.
- I can only change things that the examiner has written, e.g. I cannot change text from a book, maps, tables, etc.
- I can only make changes if you make it clear what is confusing you.
- I can speak, write or sign any changes.
- I can read for you if you make it clear what you want to be read.
Appendix 5 – Memory Aid for a Communication Professional

Memory aid for a Communication Professional

I am here to sign the questions in British Sign Language.

I can't sign words or phrases that the examiner thinks you should have learnt, but I can fingerspell them.

I can't sign anything the examiner didn't write, e.g. text from a book, maps, tables, etc.

I can sign the questions more than once but I can't explain the questions.

I can't explain what the examiner wants you to write.

You can fingerspell answers, or sign an answer, if it is one word only and I will write it for you.